



Bonneygrove Primary School

Progression of Skills

Art and Design

EYFS:

- Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form, and function.
- Share their creations and explain the processes they have used.
- Make use of props and materials when role-playing characters in narratives and stories.

	KS1		KS2			
Topic Area	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Exploring and developing ideas	• Respond to experiences, stories, and observations through simple drawings, marks, and early visual representations. • Begin to communicate ideas about what	• Develop ideas inspired by observation, imagination, and memory. • Begin to plan and make choices about what they intend to create. Key Skills Developed:	• Develop and refine ideas through sketching, exploration, and experimentation. • Begin to use sketchbooks to record and develop creative thinking. Key Skills Developed:	• Plan creative work with increasing independence and purpose. • Use sketchbooks to develop, refine, and improve ideas over time. Key Skills Developed:	• Develop personal ideas with increasing clarity of purpose and intent. • Use sketchbooks to explore, test, and evaluate multiple possibilities before deciding on a direction. Key Skills Developed:	• Independently develop imaginative and purposeful ideas from a range of sources (history, personal experience, artists) • Use sketchbooks confidently to explore, refine, and annotate ideas

	they intend to create. Key Skills Developed: - Observing, responding, and discussing experiences and ideas. - Expressing ideas inspired by stories and personal experiences. - Sharing simple creative intentions verbally.	- Planning, recalling, and selecting. - Developing ideas from memory and direct observation.	- Sketching, exploring, and developing ideas. - Using sketchbooks to collect and extend work.	Planning, refining, and adapting ideas	- Developing ideas with purpose. - Selecting and refining options. - Justifying creative choices.	- Make informed decisions about media, techniques, and composition. - Plan outcomes that clearly communicate a message or narrative. - Adapt and improve ideas through experimentation. Key Skills Developed: - Independently planning, refining, justifying. - Developing concepts with clear purpose.
Evaluating and developing work	- Talk about their work: what they made and what they like about it. - Begin to use simple art vocabulary (colour, shape, line).	- Describe what works well and what could improve - Use vocabulary such as pattern, texture, mix, print Key Skills Developed: - Layering, combining, arranging.	- Reflect on their work and suggest improvements. - Use vocabulary such as tone, shade, detail, contrast. Key Skills Developed: - Reflecting, improving.	- Discuss strengths and areas for development. - Use more precise vocabulary (composition, balance, mood). Key Skills Developed: - Using vocabulary (tone, composition)	- Critically evaluate their own and others' work. - Use subject-specific vocabulary confidently. Key Skills Developed: - Critiquing, justifying decisions.	- Reflect critically on their work throughout the process. - Use subject-specific vocabulary confidently (composition, tone, contrast, texture, symmetry, narrative, symbolism). - Explain and justify artistic decisions

	Key Skills Developed: - Talking, identifying, expressing preferences. - Say what they like about their work.	Combine materials for effect.				(media, techniques, layout, colour). - Evaluate how effectively their work communicates meaning or emotion. - Provide constructive feedback on their own and others' work. Key Skills Developed: - Critiquing, justifying, analysing. - Using advanced artistic vocabulary. - Evaluating effectiveness in communicating a message.
Drawing and Mark making	- Use pencils, crayons, and chalks to create lines and simple shapes. - Begin observational drawing (e.g.	- Use lines for purpose (outline, detail, pattern). - Draw from observation with increasing accuracy.	- Use shading to create tone. - Draw natural forms with more detail. Key Skills Developed:	- Use proportion and perspective in simple compositions. - Draw detailed natural and man-made forms.	- Use colour palettes intentionally - Show atmosphere and depth.	Produce accurate and detailed observational drawings (e.g. botanical forms, figures, environments).

	objects, nature). Key Skills Developed: • Mark-making, line control, shape formation. • Use pencils/ crayons to create lines and simple shapes. • Draw from observation (basic forms).	Key Skills Developed: • Line variation, detailing, patternmaking. • Add detail and pattern. • Improve observational drawing.	• Shading, tone, observation. • Use light/dark to create form.	Key Skills Developed: • Proportion, detail, accuracy.	Key Skills Developed: • Perspective, tonal variation, accuracy.	• Use line, tone, texture, and shading to create depth and realism. • Apply drawing as a tool for both planning and final outcomes. • Demonstrate control of proportion, perspective, and composition. • Use drawing to develop designs (e.g. repeat patterns, layouts). Key Skills Developed: • Precision, perspective, tonal mastery. • Observational accuracy and design development.
Painting and colour	• Explore primary colours and simple colour mixing. • Apply paint using basic tools	• Mix secondary colours. • Control brush size and direction.	• Use tints and shades. • Begin to show light and shadow.	• Use colour for mood and effect. • Develop blending and layering techniques.	• Design and create repeated patterns with accuracy. • Explore techniques such as block printing.	• Use colour intentionally to create atmosphere, emotion, and meaning.

	(brushes, fingers, sponges). Key Skills Developed: • Colour application, brush control, exploration. • Use primary colours. • Apply paint using different tools.	Key Skills Developed: • Colour mixing, brush control. • Mix secondary colours. • Apply paint with control.	Key Skills Developed: • Mixing, blending, tonal control. • Use tints and shades.	Key Skills Developed: • Blending, layering, mood creation.	Key Skills Developed: • Colour harmony, atmosphere creation.	• Mix and apply sophisticated colour palettes (e.g. muted, harmonious, contrasting tones). • Show understanding of light, shadow, and tonal variation. • Apply a range of techniques (wash, layering, blending, dry brush) with control. • Combine painting with other media to enhance outcomes. Key Skills Developed: • Advanced blending, layering, expressive colour use. • Creating mood, depth, and atmosphere.
--	---	--	---	--	--	---

Printing and Pattern	• Make simple prints using everyday objects (e.g. stamps, vegetables) • Recognise simple repeating patterns Key Skills Developed: • Stamping, pressing, repeating • Create simple prints using objects • Recognise basic patterns	• Create simple repeating patterns • Explore symmetry in basic forms Key Skills Developed: • Repeating, pattern-building, symmetry awareness • Create repeating patterns • Explore simple symmetry	• Create more complex repeating patterns • Understand simple tile design Key Skills Developed: • Designing, repeating, aligning • Create detailed patterns	• Create repeated patterns using symmetry • Experiment with more precise print techniques Key Skills Developed: • Symmetry, precision, pattern control	• Combine materials for expressive outcomes • Use layering to add depth and meaning Key Skills Developed: • Designing, carving, aligning patterns	• Design and create complex repeating patterns using symmetry (rotation, reflection, translation). • Carve and prepare printing blocks (lino, foam, polystyrene) with precision. • Apply ink evenly using rollers to achieve consistent prints. • Experiment with multi-layer and multi-colour printing techniques. • Evaluate the effectiveness of pattern, alignment, and overall design. Key Skills Developed: • Carving, inking, registering, layering. • Creating complex repeating patterns.
-----------------------------	--	---	--	---	--	---

Texture and Material	• Explore different materials (paper, fabric, natural objects). • Create simple collages. Key Skills Developed: • Cutting, sticking, arranging. • Explore textures using materials. • Create simple collages.	• Layer materials to create texture. • Combine materials more deliberately. Key Skills Developed: • Layering, combining, arranging. • Combine materials for effect.	• Combine materials for effect. • Begin to use texture to communicate ideas. Key Skills Developed: • Combining materials, experimenting.	• Use layering and mixed media techniques. • Explore surface texture intentionally. Key Skills Developed: • Layering, refining surfaces.	• Combine materials for expressive outcomes. • Use layering to add depth and meaning. Key Skills Developed: • Layering, combining for meaning	• Select and combine materials purposefully to convey meaning. • Use layering, collage, and surface techniques to create depth • Incorporate found materials and objects to enhance narrative. • Manipulate materials confidently for desired effects. • Combine media (e.g. paint, drawing, collage, photography) seamlessly. Key Skills Developed: • Combining, layering, contrasting materials. • Enhancing meaning through surface and material.
-----------------------------	--	---	---	---	--	---

3D form	- Manipulate materials such as clay, playdough, and paper. - Roll, squeeze, pinch, and shape materials into simple forms. - Build simple structures using stacking and joining. - Talk about what they have made. Key Skills Developed: - Rolling, pinching, shaping, assembling. - Manipulate malleable materials. - Build simple 3D forms.	- Shape and model materials with increasing control. - Join materials using simple techniques (glue, folding, slotting). - Create simple 3D forms (e.g. animals, buildings). - Add surface detail using tools or texture. Key Skills Developed: - Joining, shaping, refining. - Use glue/folding to join. - Add surface details.	- Create more detailed forms using clay or other materials. - Use simple armatures or frameworks for support. - Combine shapes to create recognisable forms. - Add texture and pattern to surfaces. Key Skills Developed: - Constructing, supporting (armatures), texturing. - Build structured forms.	- Use a range of techniques (joining, carving, modelling) with increasing skill. - Create structures that are stable and purposeful. - Add detail and refine surfaces. - Begin to consider proportion and scale. Key Skills Developed: - Joining, carving, shaping, balancing.	- Design and plan 3D pieces before making. - Use a range of materials (clay, wire, recycled materials) confidently. - Construct more complex forms with stability and detail. - Use surface techniques (texture, pattern, finishing) intentionally. Key Skills Developed: - Planning, constructing, refining.	- Independently design and create 3D work with clear intent and meaning. - Use a wide range of techniques (modelling, carving, constructing, joining) with precision. - Select appropriate materials to suit purpose and desired outcome. - Demonstrate control of form, proportion, and structure. - Apply surface techniques (texture, pattern, finish) to enhance meaning. - Evaluate how effectively the final piece communicates ideas. Key Skills Developed:
----------------	---	---	--	---	--	---

						• Modelling, carving, constructing, assembling. • Controlling proportion, structure, and finish.
Digital media	• Use simple digital tools (e.g. tablets, apps) to draw lines and shapes. • Take photographs of their work. • Explore basic mark-making using digital brushes. • Talk about what they created. Key Skills Developed: • Basic tool use, selecting, tapping, drawing. • Use simple drawing apps. • Take photographs.	• Use digital tools to create simple images with colour and shape. • Edit photographs (crop, simple filters). • Combine images and text in basic formats. • Begin to make choices about digital outcomes. Key Skills Developed: • Editing, selecting, composing. • Create simple images. • Crop/edit photos.	• Create more detailed forms using clay or other materials. • Use simple armatures or frameworks for support. • Combine shapes to create recognisable forms. • Add texture and pattern to surfaces. Key Skills Developed: • Combining, layering, selecting tools. • Combine images and text.	• Use layers and effects in digital artwork. • Combine multiple media (images, drawing, text) digitally • Edit and refine digital images. • Use digital tools to support planning and design work. Key Skills Developed: • Layering, editing, combining media.	• Use digital tools to create artwork for a purpose (e.g. posters, designs). • Combine photography, drawing, and text effectively. • Edit and refine work using digital techniques (contrast, composition). • Begin to evaluate digital outcomes critically. Key Skills Developed: • Editing, composing, integrating media.	• Use digital tools creatively to plan, develop, and present artwork. • Combine multiple elements (photography, text, illustration, layout) into cohesive compositions. • Use editing tools (layers, filters, cropping, composition) with control and purpose. • Create digital artwork that communicates a clear message or narrative. • Integrate digital media with traditional techniques where appropriate. • Critically evaluate

						digital outcomes, justifying choices using artistic vocabulary. Key Skills Developed: • Editing, layering, composing, integrating. • Creating cohesive digital outcomes.
Vocabulary	Sketching book, self-portrait, sketching, observation, thick, thin, lines, cross-hatching, primary/ secondary colours, poster paint, watercolours, pastels, light/dark, brush sizes, textures, collage, silhouette, join, sculpture, malleable, knead, roll, join, pattern, natural, man-made, recycled		As before plus: Observational skills, still life grades of pencil, scale, refine, smudge, blend, shading, brush size, effects, colour match, acrylic, block printing, relief/impressed, rollers, overlays, sculpture, slip, construct, texture, embroidery, tapestry, digital art		As before plus: Theory of colour, warm/cold colours, complementary/harmonious colours, atmosphere, light/dark/shadow, composition, shading, perspective, 3D, horizon, contrast, mixed media, cross-stitch, sculpt, slabs, coils, slip	
Artist knowledge	• Talk about artwork by known artists in simple terms (e.g. what they see/like)	• Describe differences between artists' work • Begin to recognise styles	• Study artists and describe key features of their work • Make links between their work and artists studied	• Explain how artists use techniques and materials • Begin comparing artists' styles	• Analyse artists' techniques and intentions • Use this knowledge to influence their own work	• Analyse the work of significant artists and explain key characteristics • Explain how historical and cultural contexts influence artwork • Use artist influence to inform and improve their own work • Compare styles, techniques, and

						purposes across artists
Artists explored	Henri Matisse	Edvard Munch	Lowry	Andy Warhol	Quentin Blake	Frida Kahlo Henry Moore William Morris Edward Ardizzone